

AZ RTI / Title I Collaborative Process

| <p>AZ RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. AZ RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.</p> | | |
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| | AZ RTI Process | Title I Involvement |
| Step 1 | Collect and analyze data from multiple sources. | Data is collected on all students. Classroom teachers, Special Education staff, and Title I teachers all work together to screen students in multiple settings. |
| Step 2 | Determine current status and performance gap based on grade level expectations. | Using data, determine what performance gaps exist and which students are eligible for Title I, based on selection criteria. |
| Step 3 | Define the problem – what are the achievement gaps, what is the extent of those gaps, what grades are impacted - using objective, measurable terms. | All school staff meets to review data and determine the extent of the problems. |
| Step 4 | Create goals based on grade level expectations. | Principals, classroom teachers, Title I teachers, and Special Education staff all meet and work together to set priorities and goals for performance expectations. |
| Step 5 | Design intervention plan, apply scientifically based instruction. | All staff meet and work together to formulate a plan on what strategies and instruction will occur in the classroom and what strategies and instruction will occur with Title I teachers during the additional time they spend with students whether using the in-class or pull-out method. Strategies and instruction must be based on scientifically based research. Resources are shared among all staff. |
| Step 6 | Implement intervention over a reasonable period of time. | All students should receive primary instruction from the classroom teacher, who may also implement some interventions. Title I teachers implement interventions for identified students in a targeted assistance program. Other students may receive interventions provided by other program funds. In schoolwide schools the integration of funds allows for a more flexible design of intervention delivery. |
| Step 7 | Frequent progress monitoring and data collection. | All staff work together to frequently monitor student progress and collect data. |
| Step 8 | Evaluate data and determine progress toward meeting grade level expectations. | All school staff meet together to evaluate school results as a whole. Classroom teachers, Title I, and Special Education staff meet to evaluate student performance by grade level. |
| Step 9 | Make decisions/revisions based on data to continue, fade out, discontinue or seek more intense interventions. | Staff meets as a whole and in small groups to determine future actions. |